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ABSTRACT

An evaluation study was conducted by Jamestown Community College (JCC) to determine the effects of PROJECT HERCULES. This demonstration project was initiated in 1974 to release selected staff members from routine tasks in order to assess community training and educational needs, communicate these needs to appropriate college personnel, and follow through with the implementation of needed programs and courses. In 1975, faculty, administrators, and trustees were surveyed to determine: (1) their attitudes toward eight purposes or goals of community colleges: (2) their perceptions of the effectiveness of JCC and of the brokerage program in the performance of 18 organizational functions: (3) their attitudes toward PROJECT HERCULES: and (4) their assessment of the importance of nine functions which might be served by staff members. The responses of the instructors who had served as brokers, those who had served as resource persons, and those who were not involved in the project were tabulated separately. In addition, the effects of the project were determined by comparing the findings of an institutional functioning inventory (IFI) in 1971 with the findings for the same survey administered in 1975. Faculty responses for the faculty-trustee-administrator survey, as well as the instrument itself, and summarized comparisons of the IFI administrations are presented. (JP)

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Interim Report

AN EVALUATION OF JAMESTOWN COMMUNITY COLLEGE PROJECT HERCULES: FIRST STAGE RESULTS

by

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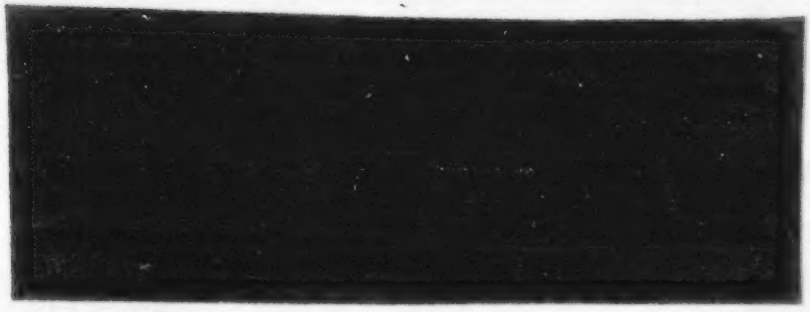

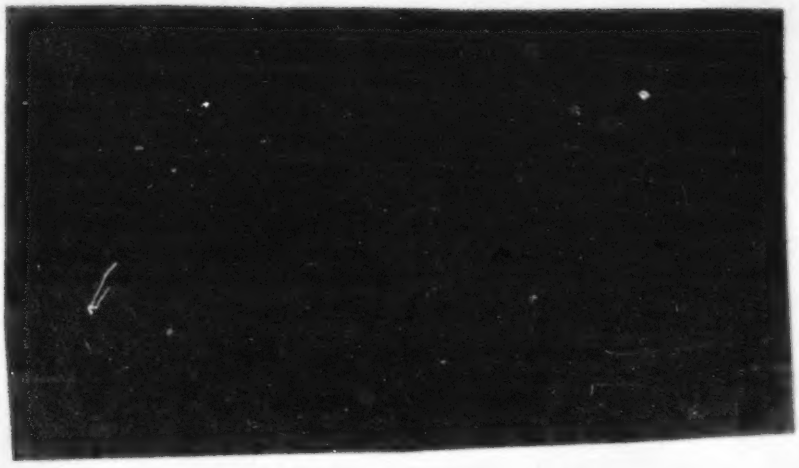

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INTRODUCTION

This interim report describes the results of the first stage of an evaluation of Jamestown Community College's PROJECT HERCULES -- a demonstration program designed to test the feasibility of a particular concept and organization intended to enhance the capabilities of community colleges to effectively satisfy community needs in the areas of continuing and vocational education and training. As consultants to the College, the Human Resources Research Organization (HumRRO) was assigned the task of assisting in evaluation of the project. This report presents results of the initial measurements in a continuing evaluation process.

BACKGROUND

PROJECT HERCULES is well known to project coordinators at Jamestown Community College and will be described by them to granting agencies in other documents. Accordingly, the project will not be described in detail here. However, knowledge of certain aspects and the history of the project are directly relevant to the results presented in later sections of this report. Accordingly, these aspects will be reviewed briefly.

Stated in oversimplified terms, the basic concept of PROJECT HERCULES is that selected staff members of the College will be freed from usual duties for specified periods in order to serve as intermediaries, or "brokers," between the College and the community it serves. Brokers have the function of going into the community, actively interacting with potential consumers of College services, identifying community needs in areas of education and training, bringing such needs to the attention of appropriate staff members of the College, and insuring that needed programs or courses are implemented to satisfy the identified needs. Thus, these individuals provide a "brokerage" function between the community and College.

The role of broker was instituted at Jamestown Community College approximately one year prior to award of the grant for which evaluation of the project was required. This fact of the existence in action of the brokerage function prior to beginning of the grant influenced the evaluation design described in the next section.

Staff members of the College can be roughly divided into three groups according to their involvement with PROJECT HERCULES. A first group consists of a small number of individuals who have served as brokers. These individuals have been intimately involved with the program on a more or less full-time basis for differing periods of time. Several have completed their terms as brokers and returned to regular faculty duties. A second, somewhat larger group, consists of staff members who have served, at various times, as resource persons or instructors for the program. Thus, these individuals have had some experience with the project but have not had the total, full-time involvement characteristic of those who have served as brokers. Finally, by far the great majority of staff members have had no

active participation in the program to date and, accordingly, are acquainted with the program only through hearsay and periodic reports at faculty meetings. However, all staff members are potential future participants as needs increase.

Since there were differing degrees of involvement with the project among staff members, it was deemed important to maintain separation of these groups in analyses of staff perceptions of the program.

METHOD

The basic premise underlying PROJECT HERCULES is that institutionalization of a brokerage function will result in:

(1) Improved responsiveness to community needs.

(2) A climate within the College that is more favorable toward active involvement in activities to meet community needs and toward actively seeking ways to meet community needs in addition to provision of conventional academic education.

(3) A change of organizational processes in the direction of greater responsiveness and adaptability in implementing programs specifically designed to meet community needs.

(4) Favorable faculty attitudes toward the brokerage program and participation in it.

(5) Staff opinions concerning appropriate goals for the College and importance placed upon various functions served by the staff.

As stated previously, the evaluation plan is based upon a simple pretest-posttest design. Measurement is complicated somewhat by the fact that the brokerage program had been in existence in a small way for approximately one year prior to start of the grant. With the exception of numbers of courses conducted and climate (to be discussed later), no measurements were made before start of the grant. Accordingly, with the above exceptions, no data were available concerning effects of the first year of operation. On the other hand, measurements were conducted early in the first year of the grant (second year of program) and these measurements, reported here, provide the pretest data. Of course, posttest data will be collected at later points in the project.

IMPROVED RESPONSIVENESS TO COMMUNITY NEEDS

Improved responsiveness to community needs is being evaluated in two ways. First, numbers of courses offered and students served are being counted. These data are available to the College and are not reported here. Second, opinions and perceptions of the College and its responsiveness to community needs are sought from leaders in the community and consumers of the program. These views are obtained through interviews conducted by HumRRO personnel. A summary of interviews is presented in the Results Section.

CLIMATE

The Institutional Functioning Inventory (IFI), published by the Institutional Research Program for Higher Education of The Educational Testing Service, is an instrument designed to measure climate within colleges and universities. Fortuitously, the IFI had been administered at Jamestown Community College during the 70-71 academic year and data from that administration were available to the evaluators. Accordingly, the IFI was again administered to staff members and trustees of the College in November 1975.

Data from the two administrations of the IFI permitted comparisons between climate at the College at a time prior to inauguration of the brokerage program (70-71) and that existing one year after the original beginning of the program (October 1975). The 1975 data will also provide a benchmark against which to compare data obtained from later administrations.

It is recognized that the time span between the first and second administrations is much longer than the life of the brokerage program and, accordingly, that factors other than HERCULES could influence the results. Nevertheless, however imperfect the design, the data from the earlier administration enable some comparisons which would not otherwise be available.

The IFI contains 132 items representing 11 dimensions descriptive of climate within academic institutions. Thus, each dimension is represented by 12 items and an individual's dimension score is the number of his responses which agree with a scoring key provided by the publishers of the inventory. Brief descriptions of the dimensions follow.

(1) Intellectual-Aesthetic Extracurriculum (IAE)--The extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside the classroom.

(2) Freedom (F)--The extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

(3) Human Diversity (HD)--The degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes.

(4) Concern for Improvement of Society (IS)--The desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change in America.

(5) Concern for Undergraduate Learning (UL)--The degree to which the college--in its structure, function, and professional commitment of faculty--emphasizes undergraduate teaching and learning.

(6) Democratic Governance (DG)--The extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

(7) Meeting Local Needs (MLN)--Institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding communities.

(8) Self-Study and Planning (SP)--The importance college leaders attach to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans.

(9) Concern for Advancing Knowledge (AK)--The degree to which the institution--in its structure, function, and professional commitment of faculty--emphasizes research and scholarship aimed at extending the scope of human knowledge.

(10) Concern for Innovation (CI)-- The strength of institutional commitment to experimentation with new ideas for educational practice.

(11) Institutional Esprit (IE)--The level of morale and sense of shared purposes among faculty and administrators.

Mean dimension scores were computed for trustees, administrators, faculty, and the total sample. Then, for the total sample, *t* tests were used to determine the significance of differences between the first (70-71) and second (1975) administrations of the inventory.

ORGANIZATIONAL PROCESSES

A Faculty, Administration, and Trustee Questionnaire, designed for this project by HumRRO personnel was administered in October 1975. The questionnaire is shown in Appendix A.

Section B of the questionnaire was designed to measure staff perceptions of the effectiveness both of J.C.C. as a whole and of the brokerage program in performance of eighteen organizational processes, or functions, found to be relevant for responsiveness and adaptability in other contexts. The processes can be identified by reference to Section B of the questionnaire.

STAFF ATTITUDES AND OPINIONS

Section A of the Faculty, Administration, and Trustee Questionnaire lists eight purposes or goals of community colleges. For each item, respondents rated a goal (1) in terms of importance of the goal now and (2) how important it should be at Jamestown Community College.

Section C of the questionnaire contains six items pertaining to PROJECT HERCULES. Of particular interest for evaluation purposes are Items C.e. and C.f. which solicit respondents' attitudes toward the program.

Section D requires respondents to rate the importance to them of nine functions that might be served by staff members.

Data from the questionnaire that are presented in this report are results of the October 1975 administration. Since that was the first administration, the results constitute baseline data against which the results of a later administration will be compared to evaluate the impact of PROJECT HERCULES.

RESULTS

STAFF PERCEPTIONS

Importance of Goals

Table 1 summarizes staff members' evaluations of the importance of institutional goals (1) as they are now at J.C.C. (Current) and (2) as respondents feel they should be (Preferred). Ratings of importance were made on a scale with the following values:

1 - Not Important or Not Applicable
2 - Low Importance
3 - Medium Importance
4 - High Importance
5 - Extremely High Importance

From Table 1, it can be seen that respondents believe that the highest importance (4.24) is currently placed upon providing opportunities for continuing education for adults and that the least importance (2.58) is placed upon focussing resources upon solution of social and environmental problems. It is also apparent the relative standings of the above two items also hold for preferred importance.

Greatest discrepancy was found for helping disadvantaged acquire knowledges and skills to improve own communities. For this item, mean ratings were 2.91 (Medium Importance) for current importance and 4.03 (High Importance) for importance that should be placed upon it.

Differences between brokers, personnel who have served as resources or instructors in HERCULES, and those who have had no direct experience with the program can be seen for most items. However, no consistent patterns for differences between particular groups could be identified. In short, differences appear to be attributable to the nature of particular items and not to response biases of any groups.

Organizational Processes

Table 2 shows respondents' ratings of the effectiveness of J.C.C. as a whole and of the brokerage program in performing 18 processes that are related to responsiveness and adaptability of organizations. Respondents rated the items on the following scale:

1 - Not Effective at All
2 - Not Very Effective
3 - Somewhat Effective
4 - Very Effective
5 - Extremely Effective
6 - No Opinion

Table 1

IMPORTANCE OF INSTITUTIONAL GOALS

Goals	Brokers				Resource/Instructors				No Experience				Total			
	Current		Preferred		Current		Preferred		Current		Preferred		Current		Preferred	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Provide opportunities for continuing education for adults	4.25	.50	3.50	.58	4.36	.67	4.73	.47	4.21	.66	4.57	.59	4.24	.65	4.54	.62
Serve as cultural center in community	3.60	.89	3.60	.55	3.09	.83	3.73	.90	3.36	.78	3.90	.79	3.34	.79	3.86	.79
Provide training for employed or those seeking employment	3.60	.55	4.20	.45	3.64	.67	4.27	1.01	3.85	.75	4.30	.72	3.81	.73	4.29	.74
Facilitate involvement of students in neighborhood and community service	2.60	.55	3.60	.55	2.64	.50	3.27	.47	2.89	.80	3.61	.90	2.83	.75	3.56	.83
Help disadvantaged acquire knowledge and skills to improve own communities	2.20	.84	4.00	.00	2.91	1.14	3.91	.83	2.97	.84	4.05	.83	2.91	.89	4.03	.79
Work with governmental agencies in designing new programs	2.80	.84	3.40	1.14	2.64	.67	3.45	.93	2.92	.86	3.49	.98	2.87	.83	3.48	.97
Focus resources of college on solution of social and environmental problems	2.20	.45	3.20	.84	2.36	.81	3.27	1.01	2.66	.79	3.28	1.00	2.58	.78	3.27	.98
Be responsive to regional and national priorities when considering new programs	3.60	.89	3.80	.45	3.09	.54	4.00	.77	3.47	.77	3.82	.72	3.43	.76	3.84	.71

Table 2

EFFECTIVENESS OF ACTIVITIES

Activity	Effectiveness of JCC								Effectiveness of Hercules							
	Brokers		Rsc/Instr		No Exper		Total		Brokers		Rsc/Instr		No Exper		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Conducting assessments of education and training needs of community	3.25	.96	2.90	.74	3.33	.90	3.27	.88	4.50	.58	3.55	.52	4.06	.67	4.00	.67
Identifying target populations to be served by college	3.20	1.10	3.18	.60	3.37	.72	3.33	.72	4.00	.00	3.90	.57	4.15	.70	4.11	.66
Correctly interpreting information about needs for college programs	3.00	.82	3.10	.32	3.43	.87	3.36	.82	3.80	.84	3.33	.50	3.96	.72	3.85	.73
Transmitting information about community needs to personnel who must formulate programs	3.00	.71	3.10	.74	3.44	.89	3.36	.86	4.20	.45	3.80	.63	4.04	.87	4.02	.81
Keeping faculty and staff informed about community needs and course requirements	2.60	.89	2.90	.57	3.20	.86	3.12	.84	3.80	.84	3.44	.73	3.38	.95	3.42	.91
Coordinating staff facilities, and course requirements	3.80	1.30	3.45	.69	3.64	.74	3.63	.77	4.25	.50	4.00	.47	4.06	.80	4.06	.74
Formulating workable plans for meeting community needs	3.60	1.14	3.10	.74	3.44	.75	3.41	.77	4.00	.82	3.70	.82	3.94	.86	3.90	.84
Responding to new or changed community needs flexibly and promptly	3.60	.55	3.00	.77	3.55	.86	3.47	.85	4.25	.50	3.90	.57	4.17	.82	4.13	.78

(Continued)

Table 2 (Continued)

Activity	Effectiveness of JCC								Effectiveness of Hercules							
	Brokers		Rsc/Instr		No Exper		Total		Brokers		Rsc/Instr		No Exper		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Selecting most appropriate staff and program for meeting a need	3.20	.45	3.10	.74	3.59	.68	3.49	.69	4.20	.45	3.73	.47	4.10	.62	4.05	.60
Taking action to minimize disruptive effects of new programs	3.00	.00	3.00	.67	3.21	.91	3.17	.86	3.00	.00	3.30	.67	3.47	1.08	3.42	.99
Making adjustments in faculty and facilities to accommodate new programs	4.00	1.41	3.09	1.04	3.67	.86	3.61	.94	3.33	.58	3.22	1.20	3.76	1.03	3.66	1.05
Minimizing competition for resources between new and ongoing programs	2.00	.00	3.18	1.47	3.38	.91	3.31	1.03	2.00	.00	3.36	1.21	3.40	1.17	3.38	1.15
Translating identified community needs into courses and programs	3.80	.84	3.18	.75	3.56	.79	3.52	.79	4.60	.55	4.00	.67	4.18	.63	4.18	.63
Communicating purpose and rationale of needed courses to department administrators	3.80	1.10	3.36	.81	3.72	.76	3.67	.79	4.20	.84	3.55	1.13	4.05	.77	3.96	.87
Conducting programs or courses to meet needs of target populations	3.40	.55	3.28	.63	3.78	.70	3.67	.71	4.00	.71	3.89	.60	4.33	.69	4.24	.69
Obtaining accurate evaluative information for feedback on meeting needs of community	2.25	.50	2.30	.67	3.10	.75	2.92	.79	3.80	1.30	2.90	.74	3.50	.88	3.40	.92
Evaluating programs and courses to determine extent they meet needs of students	3.20	1.10	3.00	.77	3.24	1.02	3.20	.98	3.25	.50	3.14	.69	3.60	1.01	3.50	.94
Using evaluative data to modify programs to more adequately meet needs of community	3.20	1.30	2.73	1.19	3.13	1.03	3.07	1.07	3.75	.96	3.00	.76	3.61	.99	3.50	.96

In computing mean scores, ratings of "6" (No Opinion) were given a value of "0."

For all processes, the brokerage program was rated equal to or greater in effectiveness than J.C.C. as a whole and, in most cases, HERCULES was judged to be of significantly greater effectiveness. All groups rated the brokerage as more effective. Surprisingly, respondents with no experience in the program rated the brokerage as more effective on many items than did the brokers themselves.

Opinions About HERCULES

Table 3 shows results concerning knowledge of staff members about HERCULES and their attitudes toward it.

Ways that personnel learned about the program and their actions with respect to it may be ascertained from the table. Of particular interest in connection with evaluation are respondents' attitudes toward HERCULES. The last two items in Table 3 are concerned with attitudes.

A large majority of staff members (86 percent) feel the program is filling community needs that were not met before and 69 percent believe that HERCULES holds promise despite apparent problems. On the other hand, 22 percent feel that it did not receive adequate faculty review.

Eighty-five percent of respondents would like to see the program expanded. Of those who would not like to see the program expanded, 18 percent of those with no experience and nine percent (one individual) of those who have served as resource or instructor fall into this group.

Importance of Staff Functions

Table 4 summarizes respondents' ratings of the importance to them of a number of functions that may be performed by college staff members. Items were rated on the following scale:

1 - Not Importance
2 - Somewhat Important
3 - Quite Important
4 - Extremely Important
5 - Not Relevant

In computing mean scores, ratings of "5" (Not Relevant) were assigned values of "0."

Among all personnel, greatest importance (3.89) was assigned to "being a challenging and effective teacher" and, second (3.77), to "having the opportunity to develop my abilities and skills to the highest degree possible."

Table 3

KNOWLEDGE AND ATTITUDES ABOUT PROJECT HERCULES

Item	Percent Responding			
	Brokers	Rsc/Instr	No Exper	Total
When did you first learn about the program?				
(1) A year ago	100	100	79	83
(2) Last winter	0	0	11	9
(3) This spring	0	0	3	3
(4) In the last few months	0	0	5	4
(5) I have not heard of it until now	0	0	2	1
From what source did you first learn about the program?				
(1) Just now, from this questionnaire	0	0	0	0
(2) A colleague told me	20	9	13	13
(3) An administrator told me	20	28	13	16
(4) A student told me	0	0	0	0
(5) At a meeting at the President's house	0	18	5	6
(6) At a faculty meeting	0	18	28	25
(7) From a faculty/campus newsletter	0	0	2	1
(8) It came up in a committee or division meeting	0	0	7	5
(9) From an administrative memo	40	18	17	18
(10) I don't recall	20	0	7	6
(11) Other	0	9	10	9
What did you do regarding the program's formulation?				
(1) Nothing	0	0	44	35
(2) Worked on the task force that developed the program	20	45	8	14
(3) Sought additional information about it from colleagues and media	100	82	62	68
(4) Actively supported it	80	82	52	58
(5) Actively opposed it	0	9	0	1
(6) Studied research and theory pertinent to meeting community needs	40	60	10	18
(7) Other	0	0	10	8

(Continued)

Table 3 (Continued)

Item	Percent Responding			
	Brokers	Rsc/Instr	No Exper	Total
What did you do regarding the program implementation?				
(1) Nothing	0	9	40	33
(2) Made my interest in the program known to the proper authorities	100	82	43	53
(3) Support the program in conversations with colleagues and/or through other actions	100	82	65	70
(4) Criticized the program	20	9	8	9
(5) Participated in planning the implementation of the program	60	27	3	11
(6) Participated in training for new roles, knowledge, and skills needed to implement the program	80	55	3	16
Which of the following describe your attitudes or feelings about the program?				
(1) I don't know enough about it to say	0	18	23	21
(2) It appears to be meeting community needs which were not met before	100	100	82	86
(3) It is not up to the standards of the regular community service programs	0	0	0	0
(4) It was not carefully thought through	0	9	0	1
(5) It seems to hold promise, despite apparent problems	80	91	64	69
(6) It did not receive adequate faculty review	0	9	26	22
(7) It is inappropriate to the goals of this institution	0	0	0	0
(8) It is not the kind of community service we ought to be getting into	0	0	0	0
Would you like to see this program expanded?				
Yes	100	91	82	85
No	0	9	18	15

Table 4

IMPORTANCE OF STAFF FUNCTIONS

Function	Brokers		Rsc/Instr		No Exper		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Being a challenging and effective teacher	4.00	.00	3.91	.70	3.88	.78	3.89	.74
Being a respected and effective administrator	3.80	.45	4.00	1.34	4.18	.96	4.13	.99
Being recognized in my profession	2.80	.84	2.91	1.04	2.95	1.04	2.94	1.02
Participating in departmental or institution-wide governance affairs	3.20	.84	3.00	.89	2.97	.99	2.99	.96
Participating in community affairs as a resource person, consultant, problem solver, or instructor	3.80	.45	3.18	.75	2.82	.74	2.94	.77
Having the opportunity to develop my abilities and skills to the highest degree possible	3.80	.45	3.82	.40	3.75	.60	3.77	.56
Having time to strengthen my consulting, instructing, or problem-solving skills related to community service	3.80	.45	2.91	1.14	2.98	1.01	3.03	1.01
Being able to write and read in my area of professional interest	2.60	.55	2.91	.83	3.28	1.00	3.18	.97
Having enough time to take on extra assignments, such as those offered by Project Hercules	4.00	.00	2.64	.81	2.75	1.12	2.82	1.08

Least importance (2.82) was assigned to "having enough time to take on extra assignments, such as those offered by PROJECT HERCULES."

On certain items, results for the various respondent groups are quite similar. However, on certain other items discriminable differences are apparent. Significantly, the greatest differences are found for items pertaining to participation in community service projects, acting as consultants or resource persons, and, in general, involvement in activities not related to conventional college teaching. Personnel with no experience in HERCULES rate these functions as significantly lower in importance than individuals who have served as brokers in the program.

CLIMATE

Table 5 shows a comparison between the first (70-71) and second (1975) administrations of the Institutional Functioning Inventory. It can be seen that significant differences were found for the following dimensions: Human Diversity, Concern for Undergraduate Learning, Democratic Governance, Meeting Local Needs, Self-Study and Planning, and Concern for Advancing Knowledge.

For one dimension, Democratic Governance, scores for the 70-71 administration were higher than for the recent 1975 administration. For the remainder of the above-listed dimensions, ratings on the 1975 administration were significantly higher than those obtained in the 70-71 academic year.

It is encouraging to note that among the dimensions receiving higher ratings after inauguration of HERCULES is Meeting Local Needs--the dimension that would be expected to be most affected by the program. On the other hand, Concern for Innovation and, to a lesser degree, Institutional Esprit might also have been expected to be enhanced as a result of HERCULES. No increases for these two dimensions were found. However, it should be noted that scores for both dimensions approached maximum scores (12) on both administrations and, accordingly, it should be more difficult to achieve significant increases.

INTERVIEWS WITH COMMUNITY LEADERS AND CONSUMERS

Interview results suggest that it may be difficult to achieve more favorable perceptions of the College among community leaders and consumers. The image of the College is already so favorable that it would be unreasonable to expect much change in a more favorable direction. Respondents to interviews were unanimous in believing that the College is doing an outstanding job in meeting community needs. The major complaint was that the College should do more of the same than it is presently doing, i.e., respondents wish that a larger broker staff

Table 5

COMPARISON OF FIRST AND SECOND ADMINISTRATIONS

Dimension	Admin 1 (N=74)		Admin 2 (N=74)		t[a]	p
	Mean	SD	Mean	SD		
Intellectual-Aesthetic Extracurriculum	7.30	2.10	7.20	2.04	.29	NS
Freedom	9.70	2.00	10.00	2.23	.86	NS
Human Diversity	7.68	2.00	8.72	1.78	3.34	<.01
Concern for Improvement of Society	6.14	2.50	5.93	2.14	.55	NS
Concern for Undergraduate Learning	9.23	1.70	9.91	1.92	2.28	<.05
Democratic Governance	9.86	2.50	8.84	2.18	2.65	<.01
Meeting Local Needs	10.36	1.60	11.35	1.87	3.46	<.01
Self Study and Planning	6.54	2.50	7.54	2.12	2.62	<.01
Concern for Advancing Knowledge	1.59	1.30	2.99	1.84	5.35	<.01
Concern for Innovation	10.00	1.60	10.08	1.39	.33	NS
Institutional Esprit	10.44	2.10	10.51	1.94	.21	NS

[a]Degrees of freedom = 146

were available so that a more extensive program could be available to the community.

Where College faculty were used as instructors, some minor problems were reported in connection with making instruction too theoretical or academic for industrial consumers. However, it was also reported that when these problems were brought to the attention of the instructor, they were promptly rectified.

DISCUSSION

Most of the data presented in this report are results of the initial administration of the Faculty, Administration, and Trustees Questionnaire. As such, they constitute pretest, or baseline, data and, accordingly, little can be said with regard to evaluation of HERCULES, except that baseline data are now available. The data appear reasonable, valid, and reliable. They should provide a sound base upon which to measure any changes that may result from PROJECT HERCULES. A second administration of the questionnaire after one year should show the effects of influence of HERCULES, if, in fact, such changes occur.

Data obtained from the two administrations of the Institutional Functioning Inventory permit some comparisons of the effects of HERCULES to date. The results suggest that the program may have influenced climate within the College somewhat in the direction of greater emphasis upon meeting local community needs. Of course, HERCULES was in effect for only one of the four years that intervened between the first and second administrations of the Inventory and, accordingly, other factors, prior to or concurrent with, the project could have resulted in greater emphasis upon community needs. However, the existence of HERCULES during at least the latter part of that period can, at minimum, lead to a tentative conclusion that the project may be exerting some effect upon the climate of the College. A third administration of the Inventory, after a sufficient period during which HERCULES has been fully in existence and quite active, should provide sound data from which reasonably valid conclusions may be drawn.

From the results of the first stage of the evaluation process, it can be concluded that sound baseline data concerning PROJECT HERCULES now exist. These data will serve as valid and reliable bases against which comparisons can be made after suitable periods during which the full effects of the project will have opportunity to occur.

APPENDIX A

Faculty, Administration, and Trustee Questionnaire

JAMESTOWN COMMUNITY COLLEGE

Faculty, Administration, and Trustee
Questionnaire

TO THE RESPONDENT:

This questionnaire is designed to tap your views and attitudes concerning Jamestown Community College's goals and programs. It, together with the Institutional Functioning Inventory, will provide an up-to-date, collective perception of what Jamestown Community College is like -- including policies, practices, and priorities. Please fill out both questionnaires and return them to HumRRO in the postage-free envelope provided. We welcome your written comments in addition to the responses called for in the questionnaires. Just write them in adjacent to the particular question under consideration or in the space provided.

ALL RESPONSES WILL BE COMPLETELY CONFIDENTIAL. The identification number that appears on this questionnaire is only to determine completeness of responses at the HumRRO Research Office. Once your questionnaire is returned, the master list record will be destroyed. No report of results will enable identification of individual respondents. Protection of confidentiality is a firm policy of HumRRO and is also mandated in research grants through the Department of Health, Education and Welfare.

Questions are answered by writing the number of the appropriate response in the space provided by each item. Please answer all questions on both sides of each page. If you wish to modify or explain an answer, use any available space. Disregard the numbers in the margins. They are for use in processing the questionnaires.

HUMAN RESOURCES RESEARCH ORGANIZATION
Alexandria, Virginia

A. INSTITUTIONAL GOALS*

Jamestown Community College serves a number of purposes, many of which relate to community needs. How important are these goals? A few community and public service goals are mentioned below. Please respond to each statement in two different ways: (1) How important is the goal at the present time; and (2) In your judgment, how important should the goal be at this institution? On the left side of the page, indicate how important you think the goal is now by placing the number of the most suitable response option on the line opposite each goal statement. On the right side, indicate how important you think the goal should be at this institution.

Importance
(1) No importance or not applicable
(2) Low importance
(3) Medium importance
(4) High importance
(5) Extremely high importance

	Is Now		Should Be
1,2	____	a. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis.	____
3,4	____	b. To serve as a cultural center in the community served by the campus.	____
5,6			
5,6	____	c. To provide training for persons seeking employment or employed in business, industry, and government.	____
7,8	____	d. To facilitate involvement of students in neighborhood and community service activities.	____
9,10	____	e. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities.	____
11,12	____	f. To work with governmental agencies in designing new social and environmental programs.	____
13,14	____	g. To focus resources of the institution on the solution of major social and environmental problems.	____
15,16	____	h. To be responsive to regional and national priorities when considering new educational programs for the institution.	____

* Certain items from Institutional Goals Inventory. Copyright © 1970, 1972 by Educational Testing Service. All rights reserved. Adapted and reproduced by permission.

B. INSTITUTIONAL ACTIVITIES

In this section, you will find a number of statements describing different activities that an educational institution may engage in as it attempts to respond to community needs. Please rate J.C.C. according to your judgment of its effectiveness in performing each activity. Two ratings are asked for. On the left side of the page, indicate your judgment of how effective the overall college is at the activities listed by placing the number of the most suitable option on the line opposite each listed activity. On the right side, indicate how effective the Hercules Brokerage Program (referred to in Dr. Seager's covering letter) is in carrying out these types of activities.

Effectiveness
(1) Not effective at all
(2) Not very effective
(3) Somewhat effective
(4) Very effective
(5) Extremely effective
(6) No Opinion

	J.C.C. as a whole		Hercules Brokerage Program
17,18	____	a. Conducting periodic assessments of the education and training needs of the community served by the college.	____
19,20	____	b. Identifying specific target populations to be served by the college.	____
21,22	____	c. Correctly interpreting information about needs in terms of implications for college programs or courses.	____
23,24	____	d. Transmitting information about community needs to those personnel who must formulate appropriate programs.	____
25,26	____	e. Keeping faculty and staff informed about community needs and course requirements.	____
27,28	____	f. Coordinating staff, facilities, and course requirements for special community programs with administrators and teaching staff.	____
29,30	____	g. Formulating workable plans for meeting community needs.	____
31,32	____	h. Responding to new or changed community needs flexibly and promptly.	____

B. INSTITUTIONAL ACTIVITIES (cont.)

Effectiveness
(1) Not effective at all
(2) Not very effective
(3) Somewhat effective
(4) Very effective
(5) Extremely effective
(6) No opinion

	J.C.C. as a whole		Hercules Brokerage Program
33,34	____	i. In the case of a specific community need, selecting the most appropriate program and staff for meeting the need.	____
35,36	____	j. Taking action to minimize the potentially disruptive effects of new community programs upon ongoing programs and activities.	____
37,38	____	k. Making adjustments in the assignment of faculty and facilities to meet the requirements of new programs.	____
39,40	____	l. Minimizing competition for resources between new and ongoing programs.	____
41,42	____	m. Translating identified community needs into courses and programs.	____
43,44	____	n. Communicating the purpose and rationale of a needed special course to administrators within whose departments responsibility for the course may be assigned.	____
45,46	____	o. Conducting programs or courses so that they successfully meet the needs of target populations in the community.	____
47,48	____	p. Obtaining accurate evaluative information for feedback on how well the college is meeting the education and training needs of the community.	____
49,50	____	q. Evaluating programs and courses to determine the extent to which they meet the education and training needs of their students.	____
51,52	____	r. Using evaluative data to modify programs and courses so as to more adequately meet the needs of the community.	____

C. PROJECT HERCULES

The following set of questions are designed to solicit your understanding of and part in Project Hercules. Please respond by placing the number of the most suitable option on the line opposite each question.

53 ____ a. When did you first learn about the program?

(1) A year ago
(2) Last Winter
(3) This Spring
(4) In the last few months
(5) I have not heard of it until now

54,55 ____ b. From what source did you first learn about the program?

(1) Just now, from your questionnaire
(2) A colleague told me
(3) An administrator told me
(4) A student told me
(5) At a meeting at the President's house
(6) At a faculty meeting
(7) From a faculty or campus newsletter
(8) It came up in a committee or division meeting
(9) From an administrative memo
(10) I don't recall
(11) Other _____ (specify)

For questions c through f, please write a "1" opposite each of the statements which apply. Write "2" opposite statements which do not apply.

c. What did you do regarding the program's formulation?

56 ____ (1) Nothing
57 ____ (2) Worked on the task force that developed the program
58 ____ (3) Sought additional information about it from colleagues and media
59 ____ (4) Actively supported it as a valuable addition to the college
60 ____ (5) Actively opposed it as inappropriate for this institution
61 ____ (6) Studied research and theory pertinent to meeting community needs
62 ____ (7) Other _____ (please write in)

d. What did you do regarding the program's implementation?

63 ____ (1) Nothing
64 ____ (2) Made my interest in the program known to the proper authorities
65 ____ (3) Supported the program in conversations with colleagues and/or through other actions
66 ____ (4) Criticized the program
67 ____ (5) Participated in planning the implementation of the program
68 ____ (6) Participated in training for new roles, knowledge, and skills needed to implement the program

e. Which of the following describe your attitudes or feelings about the program?

69 ____ (1) I don't know enough about it to say
70 ____ (2) It appears to be meeting community needs which were not met before
71 ____ (3) It is not up to the standards of the regular community service programs
72 ____ (4) It was not carefully thought through
73 ____ (5) It seems to hold promise, despite apparent problems
74 ____ (6) It did not receive adequate faculty review
75 ____ (7) It is inappropriate to the goals of this institution
76 ____ (8) It is not the kind of community service we ought to be getting into

77 ____ f. Would you like to see this program expanded at your institution?

(1) Yes (2) No

D. FEELINGS ABOUT YOUR WORK

Faculty, administrators, and trustees serve a variety of functions. Some of the questions which follow deal with the importance of those functions. Others focus on the rewards you derive from your work. Please put next to each question the number reflecting the degree of importance that you attribute to the statement under consideration.

Importance
(1) Not important
(2) Somewhat important
(3) Quite important
(4) Extremely important
(5) Not relevant

78 ____ a. Being a challenging and effective teacher.

79 ____ b. Being a respected and effective administrator.

80 ____ c. Being recognized in my profession.

81 ____ d. Participating in departmental or institution-wide governance affairs.

82 ____ e. Participating in community affairs as a resource person, consultant, problem solver, or instructor.

83 ____ f. Having the opportunity to develop my abilities and skills to the highest degree possible.

84 ____ g. Having time to strengthen my consulting, instructing, or problem solving skills related to community service.

85 ____ h. Being able to write and read in my area of professional interest.

86 ____ i. Having enough time to take on extra assignments, such as those offered by Project Hercules.

E. E. BACKGROUND AND GENERAL INFORMATION

Please write the number of the most suitable response in the space beside the number of the question.

87 ____ 1. What is your present age (to the nearest birthday)?
(1) under 25 (2) 25-29 (3) 30-34 (4) 35-39
(5) 40-44 (6) 45-49 (7) 50-59 (8) 60 or older

88 ____ 2. What is your sex?
(1) Male (2) Female

89 ____ 3. Which of the following best describes your role at J.C.C?
(1) Faculty member
(2) Administrator
(3) Trustee
(4) Other _____(please write in)

90 ____ 4. Are you a full time faculty person? If no, skip questions 4 through 10.
(1) Yes (2) No

91 ____ 5. What kind of academic appointment do you have?
(1) Full time with tenure
(2) Full time without tenure
(3) Part time
(4) Other _____(please write in)

92 ____ 6. Are you currently the head of an academic division?
(1) Yes (2) No

93 ____ 7. In what academic division is your current appointment?

_____

94 ____ 8. What is your present rank?
(1) Assistant instructor
(2) Instructor
(3) Assistant professor
(4) Associate professor
(5) Professor
(6) Other _____(please write in)

95 ___ 9. Do your interests lie primarily in teaching and/or administration or community service?
(1) Very heavily in teaching
(2) Both, but leaning toward teaching
(3) Both, but leaning toward community service
(4) Very heavily in community service

96 ___ 10. Field of teaching or academic interest?
(1) Student personnel
(2) Natural Sciences
(3) Mathematics, Physics, and Engineering
(4) Social Sciences
(5) Health Sciences
(6) Language and Literature
(7) Business and Criminal Justice
(8) Behavioral Sciences
(9) Other _____(please write in)

97 ___ 11. How many years have you been on the staff at this institution?
(1) Less than 1 (2) 1-2 (3) 3-6
(4) 7-12 (5) More than 12 years

98 ___ 12. Have you been directly or indirectly involved in Project Hercules?
(1) Yes, as a broker
(2) Yes, as a consultant
(3) Yes, as a resource person
(4) Yes, as an instructor
(5) No, not yet

99 ___ 13. How many hours a week do you spend in the classroom teaching?
(1) 4 or less (2) 5-8 (3) 9-12 (4) 13-16
(5) 17 or more (6) Not applicable

100 ___ 14. Would you welcome the opportunity to become more involved in community service through Hercules type programs?
(1) Yes (2) No

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